Academic Program Review

ACADEMIC YEAR	2013-2014	☐ Basic Skills ☐ Transfer ☐ Career Technical Education (CTE)
PROGRAM	History	
DEPARTMENT	Behavioral and Social Sciences Department	
DIVISION	Health and Science Division	
SUBMITTER	Kevin White, Department Chair	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Adopt the TMC for History	☒ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** The Transfer Model Curriculum (TMC) has been renamed Associate Degree for Transfer (ADT) and is approved for IVC. The ADT will supersede our local degree and provides our graduates with a 60 unit degree that CSUs and UC campuses will accept without requiring additional units.	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Establish a dedicated "home" (room) for Discipline specific resources (maps, globes, etc.,)	☐ 1 ☒ 2 ☒ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** With the closure of the 500 Building (to be torn down), the dedicated home of the History specific resources has been moved to the 200 Building, specifically room 204. The collection of maps was re-evaluated and some were discarded due to wear. The remaining ones were mounted on the walls in the room.	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Create a degree Pathway chart (a 1-page sequence of courses needed for graduation).	☒ 1 ☒ 2 ☐ 3 ☐ 4
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Using the new ADT as the blueprint, we developed a History Pathways. In collaboration with our Counseling Center, the document provides potential History majors with a suggested semester by semester sequential plan of courses to take in order to graduate within the two year time frame.	

4	PAST PROGRAM GOAL #4	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Increase the pool of part-time faculty.	☒ 1 ☒ 2 ☒ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** There was a net increase in the part-time faculty. We added 2 instructors yet 2 moved on. The location of IVC as a rural, underserved institution makes it difficult to attract a large pool.	

5	PAST PROGRAM GOAL #5	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: Media Resource Center – expand resources, make available for loan to Campus and Community organizations.	☒ 1 ☒ 2 ☒ 3 ☐ 4
	☐ Met ☒ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:** Over $8,000 was invested in media resources (DVDs and books). We purchased software to catalog our collection and purchased additional cabinets to house the expanded collection. Once the new system is in place, media resources will be made available, in a limited fashion, to the Campus and larger community. Research was begun to determine whether leasing an educational media package for the entire campus would be more cost effective to provide a greater return for the College.	

Comments: Three of the five goals were met and two were partially met. Increasing the part-time pool (Goal #4) will be an ongoing challenge due to our location and limited access to a qualified pool of instructors (freeway fliers). Many of the High School History teachers, who were once a source of part-time faculty, do not possess credentials that would allow them to meet minimum qualifications today. I recommend listing our need qualified candidates in the California Community College Registry. These changes have improved the ability of the History Department to provide more resources to our students that impact student success.

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

	Enrollment				Enrollment		
	Day	Evening	OL		Day	Evening	OL
Fall 2010	1252	420	56	Spring 2011	632	487	155
Fall 2011	991	435	97	Spring 2012	426	278	90
Fall 2012	1097	417	0	Spring 2013	641	262	0

	Fall Fill Rates				Spring Fill Rates		
	Day	Evening	OL		Day	Evening	OL
Fall 2010	113%	98%	70%	Spring 2011	110%	102%	89%
Fall 2011	103%	99%	88%	Spring 2012	90%	87%	86%
Fall 2012	102%	95%	0%	Spring 2013	88%	73%	0%

Enrollment: Fall enrollments over this period during the Day have dropped significantly but have stabilized and are rising again. Surprisingly the Fall's evening figures have remained relatively stable, in fact, it increased while the Day took a big drop in 2011. The online data showed an increase until the College placed a moratorium on our Distance Education program.
Spring Day enrollment experienced a huge drop from 2011-12 but rebounded in 2013 to surpass 2011. Evening enrollment has dropped almost 50%. The difference between 2012 and 1013 is very slight which suggest it has stabilized. The Spring's online data showed a steep decrease before the College placed a moratorium on our Distance Education program.

Fill Rates: Fall Day fill rates dropped slightly from 113 to 102%, yet remains above 100%. Evening fill rates remained stable dropping just 3% overall from 2011 to 2013. Online fill rates during the same period increased 18% before the moratorium. Spring Day fill rates dropped from 110 to 90% but stabilized at 88% in 2013. Evening fill rates dropped more steeply from 102 to 73% and online dropped only slightly before the moratorium.

Overall Assessment:
Fall Day enrollments have remained stable and show an improving trend. Online had mixed results with the Day almost doubling enrollment while the Evening dropped about 40%. Spring Day enrollments were better in 2013 than in 2011 but the Evening rates dropped nearly in half. This is a period of transition: we were challenged with creating Department schedules within limited "blocks" of classes. We have also lost students to Phoenix University, and we are implementing the new History ADT.

Fall Day fill-rates are excellent with consistently over 100% and the Evening is stable with an average 97% fill rate. Spring is a different case, the Day dropped about 22% from 110 to 88%, still, it's a 96% average fill rate. The Evening dropped about 29% from 102 to 73% with an 87% fill rate. Spring has shown a decreasing fill rate. As we implement the ADT, close attention will be paid to scheduling core, high demand classes that advance Program Pathways, degree completions, and student success.

b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

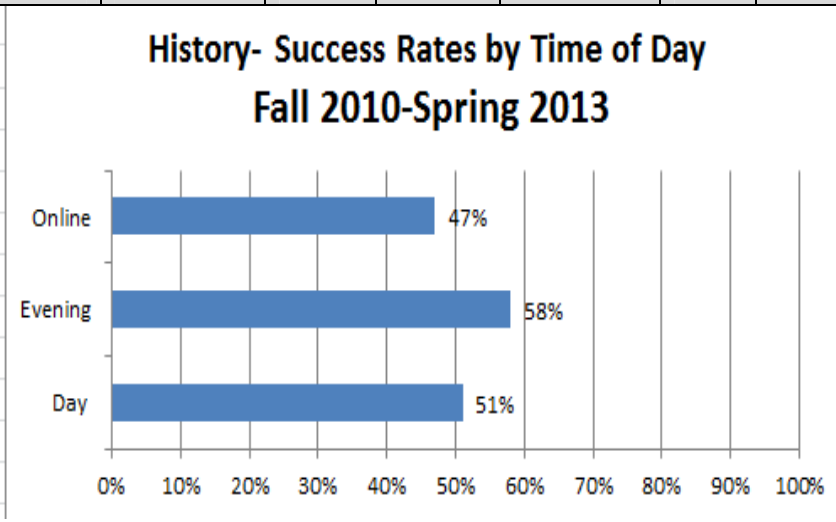
History														
Term	Enroll	Fill	Sections	Mass Cap	Avg Class Cap	Avg Class Size	FTES	FTEF	WSCH/FTEF	Success	Retention	Day Classes	Extended Day Classes	Online Classes
Fall 2010	1728	107%	39	1620	41.54	44.31	173.24	8.2	715.09	53%	83%	28	11	2
Fall 2011	1523	101%	38	1510	39.74	40.08	151.4	7.6	681.34	55%	82%	27	11	3
Fall 2012	1514	100%	38	1520	40	39.84	156.6	7.6	677.32	53%	84%	27	11	0
Spring 2011	1599	105%	37	1523	41.16	43.22	149.6	7.8	695.16	49%	80%	20	17	5
Spring 2012	1190	89%	32	1335	41.72	37.19	123.58	6.53	619.42	44%	80%	24	8	3
Spring 2013	1179	84%	35	1400	40	33.69	122.13	7	572.66	57%	84%	26	9	0
% Change from Fall 2010 to Fall 2012	-12%	-7%	-3%	-6%	-4%	-10%	-10%	-7%	-5%	0%	2%	-4%	0%	-100%
% Change from Spring 2011 to Spring 2013	-26%	-20%	-5%	-8%	-3%	-22%	-18%	-10%	-18%	17%	5%	30%	-47%	-100%

All of the productivity numbers are well above the state guideline of 525 although the numbers illustrates a downward trend. Many factor account for this trend: the use of block scheduling which limits the offering of some classes at optimum times; providing low enrollment capstone classes which are necessary for graduation; smaller average class sizes; less classes in the Day and Evenings; and weaker numbers in the Spring (in every chart category compared with Fall).
When the new building opens for classes we should be able to gain more flexibility in scheduling. Plus the new ADT streamlines the Discipline offerings.

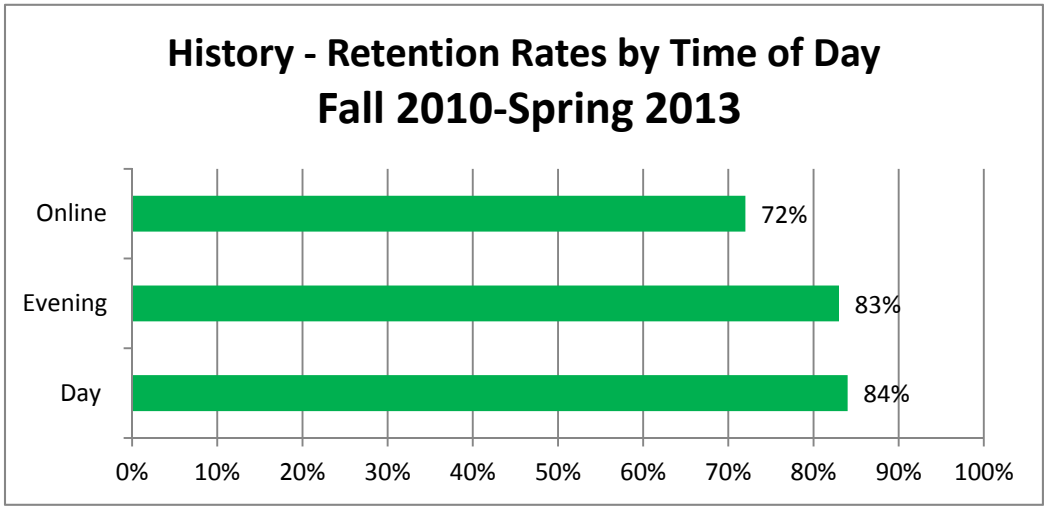
c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps:
Evening classes are more successful than Day classes: 58 to 51%. There's only one percentage point difference between Day and Evening retention rates. Spring 2013 showed an increase in both success and retention after two years of decline.

	Day			Extended Day			Online		
	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	1252	53%	85%	420	57%	84%	56	50%	70%
Fall 2011	992	54%	82%	435	60%	83%	97	52%	78%
Fall 2012	1097	54%	86%	417	52%	83%	0	0%	0%
Spring 2011	957	43%	82%	487	60%	81%	155	48%	67%
Spring 2012	822	41%	81%	278	55%	83%	90	40%	74%
Spring 2013	917	56%	85%	262	61%	81%	0	0%	0%
Total	7043.2	51%	84%	2682.2	58%	83%	464.3	47%	72%

	Success
Day	51%
Evening	58%
Online	47%



	Retention
Day	84%
Evening	83%
Online	72%



d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

	African-American			Hispanic			White			Other			Unknown, Non-Responsive		
	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	16	75%	94%	1533	53%	84%	84	73%	92%	12	75%	83%	83	51%	77%
Fall 2011	5	100%	100%	1347	54%	82%	35	83%	86%	9	56%	56%	128	56%	84%
Fall 2012	7	57%	100%	1376	53%	85%	18	39%	72%	2	100%	100%	111	62%	86%
Spring 2011	18	44%	67%	1377	47%	80%	73	60%	81%	13	62%	77%	118	58%	76%
Spring 2012	9	44%	89%	1046	41%	80%	14	57%	86%	3	100%	100%	118	64%	86%
Spring 2013	4	75%	100%	1032	57%	84%	11	82%	100%	1	100%	100%	131	63%	84%
Total	59	61%	86%	7711	51%	83%	##	67%	86%	40	70%	77%	689	59%	82%

The numbers in these areas may seem a little misleading due to the low number of African American, Other, and Unknown, Non-responsive students. White had the highest success rate at 67%, African Americans were second at 61% and Hispanic third at 51 percent. Retention rates averaged almost 83%. There is still a sizable gap between the success and retention. Greater access to basic skills assistance including tutoring, study skills and information literacy workshops can positively impact future success.

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

Number of Degrees and Certificates Awarded 2010-2011 through 2012-2013 (3 years)

Degrees	Awarded
A.A. History	6

Certificates	Awarded
N/A	N/A

Given the large number of students taking courses, the number of degrees awarded is anemic. This is and has been a major concern for the Department for years. Clearly, enough courses have been offered to warrant more completions.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

The new Pathways and ADT offers students a more direct and quicker path to success. These changes will need to be advertised and promoted by our Counseling Center and by faculty within the discipline. Perhaps, starting a History Club would generate more interest in the student body.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

This review is utilizing a new format with data reorganized to facilitate a new reporting system that will capture data in a more comprehensive and user-friendly way. The graphs and charts add significantly to the presentation of the data. Some of the courses that have weak enrollment will have to be deactivated or deleted from the offerings, through Curriculum action. The moratorium of online classes provided the opportunity for a major revamping of our Distance Education program. Additional training requirements and increased rigor have been incorporated into the redesign. Last year, Blackboard was added and many history faculty offered web-enhanced courses. We intend to add more online classes to the offerings. Currently HIST 120 is in the process of being

approved while HIST 121 in being developed.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e. ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

   The program has stabilized and is starting to grow again. The new ADT will streamline the amount of units and classes needed for graduation. The implementation of the Program Pathway will ensure greater clarity in student choices. Choices will have to be made to deactivate or delete courses that are rarely offered or do not support the Pathways and ADT. But one of the most pressing challenges is to increase the amount of degrees awarded.

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: Provide more opportunities for faculty to grow professionally and keep current with the many major academic changes that are happening in California.		☒ 1 ☒ 2 ☒ 3 ☐ 4
Objective: Stay current with the discipline and gain greater knowledge concerning pivotal changes in education in California and the nation.		
Task(s): Attend the annual conference of the Organization of American Historians and/or other conferences focused on history issues.		

Timeline: Yearly or bi-annually				
EXPENSE TYPE	**FUNDING TYPE**		**RESOURCE PLAN** (Check all that apply.)	**BUDGET REQUEST**
☐ One-Time ☒ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$2,000

1. Attending conferences keep our faculty current with their discipline, learning new approaches, updating their skills, acquiring new resources; learning more about the shift in CA Community Colleges towards performance funding, understanding new models for student success and retention.

2	**FUTURE PROGRAM GOAL #2** Budget Priority #2			**INSTITUTIONAL GOAL(S)**
Identify Goal: Develop and expand online course offerings				☒ 1 ☒ 2 ☒ 3 ☐ 4
Objective: Add more online classes				
Task(s): Complete redevelopment of History 120 and create a 121 course				
Timeline: By the end of Fall 2014				
EXPENSE TYPE	**FUNDING TYPE**		**RESOURCE PLAN** (Check all that apply.)	**BUDGET REQUEST**
☒ One-Time ☐ Recurring	☐ Categorical Specify:	☒ General Fund	☐ Facilities ☐ Marketing ☒ Technology ☒ Professional Development ☐ Staffing	$300

2. The minimal expense is needed to take @ONE online trainings that are required before a faculty member can develop and teach online.

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal: Full Implement the new ADT		☒ 1 ☒ 2 ☒ 3 ☐ 4
Objective: Provide students with a leaner, faster way to graduation		
Task(s): Include the History Program Pathways in College materials (catalog and website/webpage) and promote it in the classes. Review program offering and deactivate or delete courses that are not in line with or needed for the major.		
Timeline: Spring 2015		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$0

TOTAL BUDGET REQUEST	$0

1. No funding is needed

How will your enhanced budget request improve student success?

Comments: Attending major history conferences allows faculty to network; stay current with the discipline; and learn/share best practices with others and then incorporate the changes in programmatic improvements. Expanding our online offerings provides students with alternative service delivery options that may better serve their educational and lifestyle needs. But the most important of these future goals is the full implementation of new Associate Degree for Transfer (ADT) and the Program Pathway that leads to it.

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome: Identify and recall key information from a historical text and be able to describe the causes and/or impact of historical events.	☒ ISLO 1 ☒ ISLO 2 ☐ ISLO 3 ☒ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome: Analyze and evaluate historical texts and differentiate between the facts and the author's interpretation and main thesis.	☒ ISLO 1 ☒ ISLO 2 ☐ ISLO 3 ☒ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome: Write an original research paper that includes a bibliography of primary and secondary historical sources and explains different historical interpretations.	☒ ISLO 1 ☒ ISLO 2 ☐ ISLO 3 ☒ ISLO 4 ☒ ISLO 5
	Measurable Outcome Summary:	
	☒ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

***** ATTACH PLO/SLO GRID *****